

# **HENRY HUDSON REGIONAL SCHOOL DISTRICT**

**1 Grand Tour  
Highlands, New Jersey 07732**

## **HIGH SCHOOL PROGRAM OF STUDY GUIDE 2023-2024**



January 2023

Dear Admirals:

Within this guide are explanations of courses and traditional paths of study to help you determine your own pathway. While many courses are required and will be taken within a sequence, you will have the opportunity to fill your schedule with classes of interest as you prepare for your post high school journey.

In many cases you will be asked to choose multiple options so that if a class is filled, or does not fit with your required courses, you have a backup class that still fulfills your interest. Not all classes run more than once and many classes are locked into a position in the eight period day based on teacher availability. When the final schedule is launched, teacher availability, the number of requests received for a course, and need all combine to decide if a certain class runs in any given year. It is very important to make wise decisions early and be prepared for back-ups, if needed.

Your counselors are exceptionally skilled at helping you navigate the pathway to graduation, they will be available to you, as needed, to help you make decisions and find what is best for you. If you are interested in a class and want to know more, please feel free to reach out to that teacher with questions. Information can help you make decisions that will benefit you and create an exciting and fruitful year.

All of our Admirals wish you a great 2023/2024 school year and look forward to what we can all accomplish together.

Kevin McCarthy  
Principal

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**HENRY HUDSON REGIONAL SCHOOL BOARD OF EDUCATION**

Mr. Michael Gannon - President  
Ms. Tracy Mulvaney - Vice President  
Ms. Melissa Cavaluzzi  
Mr. Richard Doust  
Ms. Claire Kozic  
Mr. Donald M. Krueger  
Ms. Rosemary D. Ryan  
Ms. Ulrike Stock  
Ms. Emily Tidswell

Dr. Tara Beams  
Tri-District Superintendent

Mrs. Janet Sherlock  
Business Administrator/Board Secretary

Mr. Kevin McCarthy  
Principal

**SUPERVISORS**

Mrs. Maureen Rexer, Tri-District Director of Curriculum and Instruction  
Mr. Eric Pritchard, Vice Principal & Director of Athletics  
Mr. Sam Angona, Tri-District Supervisor of Special Services

**COUNSELORS**

Ms. Rachel DeWyngaert, School Counselor (Grades 10, 11, 12)  
Ms. Jenna Fleming, School Counselor (Grades 7, 8, 9)  
Mr. Scott Isaacs, Student Assistance Counselor

**CHILD STUDY TEAM**

Ms. Holly Akers, School Social Worker  
Mrs. Kim DaSilva, School Psychologist  
Mrs. Karen Tay, LDTC

**SCHOOL PHONE NUMBERS**

Main Office	732-872-0900	Main Office Fax	732-708-1409
Student Personnel	732-872-0900	Counseling Office Fax	732-291-1535
Business Office	732-872-1517	Business Office Fax	732-872-1315
Cafeteria	732-872-0834	Child Study Team Fax	732-872-2206

## **HENRY HUDSON REGIONAL SCHOOL NARRATIVE**

Henry Hudson Regional School is a comprehensive public school which serves two communities of students: Atlantic Highlands and Highlands, NJ. The school is located on a high bluff overlooking the Atlantic Ocean, Sandy Hook and the Navesink Twin Lights Historic Center. Highlands is part of the Bayshore Regional Strategic Plan, an effort by nine municipalities in Northern Monmouth County to reinvigorate the area's economy by emphasizing the traditional downtowns, dense residential neighborhoods, maritime history, and the natural beauty of the Raritan-Bayshore coastline.

Henry Hudson Regional School is a 7-12 school with an enrollment of 295. The school's curriculum is aligned to the Common Core State Standards and fosters high academic achievement for all students. Although small in size, Henry Hudson Regional School offers a wide array of Honors and Advanced Placement courses in-house or through online education. 12th grade students can enroll in courses at Brookdale Community College through a Dual Enrollment agreement between the two schools.

Middle School students participate in a "school within a school" approach to learning. A team of teachers have been trained to work together during a common planning period to develop interdisciplinary problem-based learning opportunities for all 7<sup>th</sup> and 8<sup>th</sup> grade students. In a time when districts are limiting course offerings for students, Henry Hudson is assigning Spanish I to all 8<sup>th</sup> graders while increasing Spanish to a full semester for 7<sup>th</sup> graders. Also part of this enriched learning experience is a dedicated middle school counselor, who will assist with the transition from elementary school to middle school and then to high school. HHRS is in its sixth year with a STEM Academy through a robust Enrichment program, which includes 3-D printing, engineering and virtual laboratories, and field trips. This program will continue with course offerings at the high school level in Introduction to STEAM, Game Design and Science and will be led by a STEM Coordinator who provides for a true high school Academy.

Regardless of size, the school offers an extensive selection of extracurricular activities and athletics. With a cooperative agreement with Keyport High School and Henry Hudson, which allows students to compete in a wide variety of sports that they would not otherwise have an opportunity to participate in due to the size of the school. Henry Hudson also allows the fifth and sixth grade students from Atlantic Elementary and Highlands Elementary Schools to participate in athletic teams and provides transportation home after games and practices, thereby giving the students the opportunity to become acclimated to Henry Hudson before they are required to attend.

18.5% of Henry Hudson students participate in the Marching Band, Jazz Ensemble, and A Capella Choir. The HHRS Concert Band has previously won first place at the Music in the Parks Festivals at Hershey Park, Busch Gardens, Dorney Park, and Six Flags New England. The HHRS Band has also received the coveted "Esprit de Corps" Award and Best Band Overall at the Busch Gardens competition. The Marching Band has proudly represented HHRS while playing along Main Street U.S.A. in Disney World.

Henry Hudson Regional School excels in academics, athletics, and the arts and has previously placed first in the Broadcast News Production category for the state of New Jersey in Skills USA as well as first in the State of New Jersey in the NJ Coast IEEE Competition for Robotics. As for athletics, the Varsity Cross Country Team won the Division Title for the second year in a row in 2021. Several varsity athletes have been recruited for Division 1 athletics in softball, track, and soccer. Henry Hudson is in the seventh year of our STEAM Academy. HHRS teams have consistently placed in the finals since 2017. In 2019, a team of STEAM Academy 10th graders won First Place in the STEAM TANK Statewide competition with their winning entry of "Puppyable", a digestible toy for dogs and in 2020 and 2021, HHRS students earned a place in the regional finals. In 2021, The HHRS Middle School STEAM team earned a place in the final round of the STEAM TANK competition. Current seniors are engaged in internships and capstone projects. Henry Hudson Regional School was recognized as a "District of Distinction" for the STEAM Academy in 2019 from District Administration Magazine.

Henry Hudson Regional is a school committed to a student-centered approach to learning with an emphasis on rigor and excellence in academics, the arts and athletics. It is truly a "private school within a public school setting"!

## Middle States Accredited



Source: [www.state.nj.us](http://www.state.nj.us)

### **PHILOSOPHY**

The Board of Education of the Henry Hudson Regional School District is committed to the philosophy and ideals of American democracy. Accordingly, it is committed to helping each pupil grow in their understanding, in their appreciation and in their participation in democracy as a way of life. Therefore, the school must nurture a willingness on the part of the pupil to accept their responsibilities as a citizen. These responsibilities include interest in local, national and international affairs, discriminating attitudes toward social, political, and economic forces and respect for individual and social differences.

### **MISSION STATEMENT**

To foster an inclusive community that promotes diversity of thought and experience in an achievement-oriented environment and prepares students to thrive as confident, critical thinkers.

### **AFFIRMATIVE ACTION STATEMENT**

It is the policy of Henry Hudson Regional School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, age, national origin, or social or economic status in its educational programs or activities and employment policies as required by Title IX of the Educational Amendments of 1972 and N.J.A.C. 6:1.1 et seq. Inquiries regarding compliance may be directed to Eric Pritchard, Affirmative Action Officer, Henry Hudson Regional School, One Grand Tour, Highlands, NJ 07732, (732) 872-0900 ext. 2041.

The following grievance procedure is designed for lodging discrimination complaints. In this procedure, the grievance officer is also the affirmative action officer (A.A.O.). The first (1) step is a written form to the designated Grievance Officer. The second (2) step requires the Grievance Officer to investigate and respond to the grievant. In the third (3) step the

grievant may appeal to the Superintendent. Step four (4) requires a response from the Superintendent. In step five (5) the grievant may appeal to the Henry Hudson Board of Education. In step six (6) the Board of Education responds. In step seven (7) the grievant may file a complaint to the Director of the Office for Civil Rights.

## **TITLE IX**

The purpose of Title IX is to prohibit sex discrimination against students and employees of educational programs and activities receiving federal funds. The Title IX regulations provide that females and males must be afforded equal opportunity with regard to:

- Access to and treatment in curricular and extracurricular programs;
- Treatment under regulations and policies governing student benefits, services, conduct and dress;
- Admissions to educational institutions;
- Access to employment in educational agencies;
- Terms, conditions, and benefits of such employment.

The Henry Hudson Regional Board of Education has designated Mr. Pritchard to coordinate compliance efforts and to investigate any complaints of sex discrimination as pertains to the above. As required by Federal regulations, all employees and students will be notified of the name, office address, and telephone number of this employee.



To earn a Henry Hudson Regional School diploma all students **must complete and pass 125 credits** and complete the graduation requirements established by the State of New Jersey and the Board of Education. These requirements are listed below.

## NJ STATE MINIMUM\* GRADUATION REQUIREMENTS BY CONTENT AREA

Course and credit requirements for all students	
Class of 2022, 2023, 2024, 2025	
Content Area	Credits and additional requirements
English Language Arts	20 credits
Mathematics	15 credits including: <ul style="list-style-type: none"> <li>● Algebra I or the content equivalent**</li> <li>● Geometry or the content equivalent**</li> <li>● Third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers</li> </ul>
Science	15 credits with at least 5 credits in each: <ul style="list-style-type: none"> <li>● Laboratory biology/life science or the content equivalent</li> <li>● Laboratory/inquiry-based science course (i.e., chemistry, environmental science, or physics)</li> <li>● Laboratory/inquiry-based science course</li> </ul>
Social Studies	15 credits including: <ul style="list-style-type: none"> <li>● 5 credits in world history</li> <li>● Integration of civics, economics, geography and global content in all course offerings</li> <li>● N.J.S.A. <a href="#">18A:35-1</a> and <a href="#">18A:35-2</a></li> </ul>
Financial, Economic Business, and Entrepreneurial Business Literacy	2.5 credits
Health, Safety, and Physical Education	15 credits over four years including: <ul style="list-style-type: none"> <li>● 3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week each year</li> <li>● N.J.S.A. <a href="#">18A:35-5</a>, <a href="#">18A:35-7</a> and <a href="#">18A:35-8</a></li> </ul>
Visual and Performing Arts	5 credits
World Languages	5 credits
Technology	Integrated throughout all courses
21 <sup>st</sup> Century Life and Careers	5 credits
NJDOE Testing	As indicated in the chart under “Student Assessments” on page 8 and 9
TOTAL CREDITS (State Minimum)	120***

\* School districts may establish course and/or credit requirements which exceed the State minimums.

\*\*“Content equivalent” means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses which are required for high school graduation and which are aligned with the New Jersey Student Learning Standards.

\*\*\* The 120 credit total is greater than the sum of the individual requirements above, to allow for student electives.

## **CURRICULUM**

Henry Hudson Regional School offers full-year and semester courses. A wide variety of courses are offered to serve the needs and interests of the student body. Successful completion of required courses for graduation, passing scores on the New Jersey Graduation Proficiency Assessment and a total of at least 125 credits are necessary to qualify for graduation.

Special Programs available at Henry Hudson Regional School:

- Distance Learning Courses (Online Courses)
- Dual Enrollment with Brookdale Community College
- Fast Start at Brookdale Community College
- Monmouth County Arts High School
- Monmouth County Vocational School Shared-Time Program

## **SPECIAL EDUCATION GRADUATION REQUIREMENTS**

Special Education students must meet all state and local high school graduation requirements in order to receive a state endorsed high school diploma unless exempt in their Individualized Education Program (IEP). A description of a rationale for exemptions from the regular educational program options must be included in their IEP. All classified students shall participate in State Standardized Testing. The CST Team may exempt a student from passing such assessments given the appropriate rationale and alternate proficiencies.



## **STUDENT ASSESSMENTS**

### **New Jersey High School Graduation Assessment Requirements**

On Tuesday, July 5, 2022, Governor Murphy signed P.L.2022, c.60 (ACS for A-3196/S-2349), which requires the State Board of Education to administer the New Jersey Graduation Proficiency Assessment (NJGPA) as a field test for the class of 2023. There is no graduation assessment requirement for any student who is expected to graduate with the class of 2023. Students in the class of 2023 must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements. The graduation assessment requirements for the classes of 2024 and 2025 remain in place.

The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2023–2025.

### **Classes of 2023–2025**

#### **English Language Arts and Literacy (ELA)**

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER; or
- **Third Pathway:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

#### **Mathematics**

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER; or
- **Third Pathway:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

*Note:* Special Education students, whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in the IEPs.

**For more information on the New Jersey Graduation Proficiency Assessments, please visit:**

[https://www.nj.gov/education/assessment/requirements/2023\\_2025.shtml#:~:text=Updated%20July%202022&text=There%20is%20no%20graduation%20assessment,%2C%20curriculum%2C%20and%20attendance%20requirements.](https://www.nj.gov/education/assessment/requirements/2023_2025.shtml#:~:text=Updated%20July%202022&text=There%20is%20no%20graduation%20assessment,%2C%20curriculum%2C%20and%20attendance%20requirements.)

**ELA and Mathematics Assessment Graduation Requirements for the Classes of 2023 - 2025**

The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2023-2025. \*\*\**The Second and Third Pathways are only available to students who completed the New Jersey Graduation Proficiency Assessment in Grade 11.*

Pathways Available English Language	English Language Arts/Literacy (ELA)	Mathematics
<p><b>First Pathway:</b> Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.</p> <p>A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.</p>	<p>New Jersey Graduation Proficiency Assessment - ELA</p>	<p>New Jersey Graduation Proficiency Assessment - Mathematics</p>
<p><b>Second Pathway***:</b> Students who sat for the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests listed in the next two columns.</p>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• NJSLS/PARCC ELA Grade 9</li> <li>• SAT Critical Reading (taken before 3/1/16)</li> <li>• SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later)</li> <li>• SAT Reading Test (taken 3/1/16 or later)</li> <li>• ACT Reading or ACT PLAN Reading*</li> <li>• ACCUPLACER WritePlacer</li> <li>• ACCUPLACER WritePlacer ESL</li> <li>• PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15)</li> <li>• PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later)</li> <li>• ACT Aspire Reading*</li> <li>• ASVAB-AFQT Composite</li> </ul>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• NJSLS/PARCC Algebra 1</li> <li>• NJSLS/PARCC Geometry</li> <li>• NJSLS/PARCC Algebra II</li> <li>• SAT Math (taken before 3/1/16)</li> <li>• SAT Math Section (taken 3/1/16 or later)</li> <li>• SAT Math Test (taken 3/1/16 or later)</li> <li>• ACT or ACT PLAN Math</li> <li>• ACCUPLACER Elementary Algebra</li> <li>• Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)</li> <li>• PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15)</li> <li>• PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later)</li> <li>• ACT Aspire Math*</li> <li>• ASVAB-AFQT Composite</li> </ul>
<p><b>Third Pathway***:</b> Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.</p>	<p>Meet the criteria of the NJDOE Portfolio Appeal for ELA</p>	<p>Meet the criteria of the NJDOE Portfolio Appeal for Mathematics</p>

\* Test is no longer administered but can be used for the graduating year.

\*\* Beginning on Monday, January 28, 2019, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

## **TIMETABLE FOR COLLEGE-BOUND STUDENTS**



### **FRESHMAN YEAR**

September-August: Register on Naviance and work on interest inventory, career inventory, and learning style inventory.

January: Inquire through your counselor about competing for Honors course placement.

February/March: Review with your counselor and parents your course selection sequential plan to ensure that by graduation, you will have satisfied all college preparatory course requirements.

### **SOPHOMORE YEAR**

September-August: Use Naviance to develop and maintain your resume, review and develop goals and objectives, and begin your college exploration.

October: Take Preliminary SAT (PSAT/NMSQT)

February: Review the college preparatory course sequence with your counselor and parents.

### **JUNIOR YEAR**

September-August: Use Naviance to develop and maintain your resume, review and develop goals and objectives, and continue your college exploration.

October: Take Preliminary SAT (PSAT/NMSQT)

January-March: Counselors will be conducting post-high school planning conferences with parents/guardians and students.

March/May/June: It is important that juniors take the SAT for the first time in March or May. Take SAT and/or the ACT. Consider taking SAT II (subject tests) after consultation with the counselor and teachers.

### **SENIOR YEAR**

August/September: Explore online college applications and begin to complete them. Make an appointment to meet with your counselor and finalize a list of colleges on Naviance to which you will be applying.

October: Take the SAT and/or ACT. Obtain a FSA ID on the Federal Student Aid website: <https://studentaid.gov/fsa-id/create-account/launch> if you plan to apply for financial aid. You will use a FSA ID to complete and submit the Free Application for Federal Student Aid (FAFSA).

November/December: Take the SAT, SAT II (subject tests) or ACT. Complete all college applications well in advance of deadlines. Please refer to your specific college admission site for individual deadlines.

## **COLLEGE ENTRANCE REQUIREMENTS**

District graduation requirements may not fulfill all college entrance requirements. **It is imperative that each student reviews the specific entrance requirements for the colleges on his/her personal application list.** Students planning to attend college after graduation should work closely with their counselor in selecting courses each year. *Naviance Succeed* software has been provided by Henry Hudson Regional School District for your use in researching colleges, careers, and scholarship opportunities. Please contact the Guidance office if you have misplaced your registration code. Students and parents/guardians each have an assigned login.

### *Important Websites:*

Naviance:

<https://student.naviance.com/hhrhs>

The College Board / SAT: <https://www.collegeboard.org/>

SAT Prep: [www.khanacademy.org/test-prep](http://www.khanacademy.org/test-prep)

ACT: <http://www.act.org/>

College/Scholarship Search: <http://www.fastweb.com/>

Higher Education Student Assistance Authority (HESAA): <http://www.hesaa.org/>

Federal Student Aid: <https://studentaid.gov/>

### **Most colleges review the following criteria to determine admission to their school:**

- The high school transcript
- SAT or ACT scores
- The personal statement/essay
- Extracurricular activities/community service
- Special talents



It is recommended that all college-bound students select the following courses as a minimum for college admission:

- 4 years of college prep English
- 3-4 years of Mathematics (including Algebra I & II and Geometry)
- 3-4 years of Social Studies
- 3-4 years of Science (including Biology and Chemistry)
- 2-3 years of the same World Language

Students should also check individual college websites for specific entrance requirements. Highly selective schools require applicants to submit scores from two SAT II subject tests in order to be considered for admission. **It is the student's responsibility to be aware of what is required as part of the application process.** It is recommended that each student select as strong an academic program as possible.

**NCAA ELIGIBILITY REQUIREMENTS**  
**(NCAA: National Collegiate Athletic Association)**

**Division I**

For high-school athletes graduating in 2022 or 2023 and enrolling in college full-time in 2022-23 or 2023-24:

- Graduate high school
- Complete 16 core courses using pass/fail grades (see below for a full breakdown of core course requirements)
- Earn a core course GPA of 2.3 or higher
- Receive final certification on your amateurism status via the NCAA Eligibility Center
- No longer required to take the ACT or SAT

For high school athletes graduating in 2024 and beyond (based on typical requirements from previous years):

Graduate high school

- Earn a core course GPA of 2.3 or higher
- Complete 16 core courses
  - 4 years of English
  - 3 years of math (Algebra 1 or higher)
  - 2 years of natural/physical science
- 1 year must be lab science if your school offers it
  - 1 additional year of English, math or natural/physical science
  - 2 years of social science
  - 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- You must complete 10 of the core courses by the end of your junior year (before the start of your seventh semester). Seven of the 10 core courses need to be in English, math or natural/physical science. The grades in these seven courses will be “locked in,” meaning you will not be allowed to retake them to improve your grades.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division 1 sliding scale.
- Receive final certification on your amateurism status via the NCAA Eligibility Center

**Division II**

For high-school athletes graduating in 2021 or 2022 and enrolling in college full-time in 2022-23 or 2023-24:

- Graduate high school
- Complete 16 core courses using pass/fail grades (see below for a full breakdown of core course requirements)
- Earn a core course GPA of 2.2 or higher
- Receive final certification on your amateurism status via the NCAA Eligibility Center
- No longer required to take the ACT or SAT

For high school athletes graduating in 2024 and beyond (based on typical requirements from previous years):

- Graduate high school
- Earn a core course GPA of 2.2 or higher
- Complete 16 core courses
  - 3 years of English
  - 2 years of math (Algebra 1 or higher)
  - 2 years of natural/physical science

- 1 year must be lab science if your school offers it
- 3 additional years of English, math or natural/physical science
- 2 years of social science
- 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale.
- Receive final certification on your amateurism status via the NCAA Eligibility Center

All student athletes are encouraged to register with the NCAA in order for the Clearinghouse to review their transcript for initial eligibility. Student athletes should register at the beginning of their sophomore year by visiting the [NCAA Eligibility Center website here](#).

**NCAA-APPROVED CORE SUBJECTS (HRS)**

ENGLISH	MATHEMATICS	SOCIAL STUDIES	SCIENCE	FOREIGN LANGUAGE
English I/Honors	Algebra I	World History/Honors	Next Generation Science	Spanish I
English II/Honors	Geometry/Honors	US History I/Honors	Biology/Honors	Spanish II
English III	Algebra II/Honors	US History II	Chemistry/Honors	Spanish III/Honors
AP Language and Composition	Pre-Calculus/Honors	Economics	Environmental Science/Forensic Science	Spanish IV Honors
English IV	AP Calculus	Practical Law I/II	AP Biology	AP Spanish Language
AP Literature and Composition		AP US History	AP Environmental Science	
		AP Human Geo	Physics/Honors	
			AP Physics	

For a complete list of NCAA courses, visit the [NCAA High School Portal here](#) and follow the prompts to search for approved courses. You must enter Henry Hudson's CEEB code: 310528.



## **SCHOOL COUNSELING DEPARTMENT AND RELATED SERVICES**

The school counseling program in the Henry Hudson Regional School District is an integral part of the total educational process. The program is designed to help the student gain the maximum benefit from the school experience.

This program is designed to foster self-examination, self-evaluation, and consideration of alternative strategies through individual and group counseling. Career and academic planning are important components of the department's services. The school counselor can help the student evaluate personal strengths and weaknesses, which will assist in establishing and achieving realistic goals. The counselor is trained and knowledgeable in interpreting standardized tests, providing the most current information regarding the opportunities available in higher education, and indicating the projections for future growth areas in the workforce.

Counselors consult and work cooperatively with all members of the school staff to facilitate the student's progress.

Although counselors will routinely schedule conferences during the school year, appointments can be made at any time when seeking assistance with personal concerns, when researching career opportunities, or wishing to obtain information for the college planning process.

**Ms. Rachel DeWyngaert is assigned to students in grades 10 - 12.**

**Ms. Jenna Fleming is assigned to students in grades 7 - 9.**

**Special Education Students have an assigned case manager from the Child Study Team and a school counselor.**



## GRADING / HONOR ROLL REVISIONS

### Honor Roll Criteria

- 86 and higher – Honor Roll
- 89 and higher – Distinguished Honor Roll
- 95 and higher – Principal’s High Honor Roll

### Note:

Honors/Dual Enrollment will be worth five additional points, and Advanced Placement will be worth ten additional points to the cumulative GPA for each course.

### Scenarios

- A student takes English I Honors and receives a 92 on his/her report card. This is not his/her “true” grade because the weighting of the course will give the student an additional 5 points when the weighted GPA is averaged.
- A student takes AP Calculus and receives a 92 on his/her report card. This is not his/her “true” grade because the weighting of the course will give the student an additional 10 points when the weighted GPA is averaged.

### How to Convert your GPA to a 4.0 Scale\*

A+	97-100	4.0
A	94-96	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D	65-69	1.0
F	0-64	0.0

\* <http://www.collegeboard.com/html/academicTracker-howtoconvert.html>

## **COMMUNICATION OF STUDENT PROGRESS**

At the approximate midpoint of each marking period progress reports will be posted on the portal. Parents are encouraged to contact their child's teacher directly via email or by leaving a voicemail with your child's counselor if questions arise pertaining to the progress report.

A report card is posted on the portal at the end of each quarter. Although grades should not be regarded as ends in themselves, they do reflect how well students are progressing in their studies from marking period to marking period. Parents/guardians and students are urged to study the report card carefully.

If parents/guardians have questions concerning the academic progress of their child or questions concerning their child's overall adjustment to the school:

1. Contact the classroom teacher
2. Contact the appropriate counselor
3. Contact the Director of Curriculum and Instruction
4. Contact the Principal

## **DISTANCE LEARNING (ONLINE COURSES)**

Online courses are limited to two (2) courses per student in grades 11 and 12 only unless a student is selecting an alternate World Language in 9<sup>th</sup> grade. No 12<sup>th</sup> grader is eligible to take a 1<sup>st</sup> year World Language course online. Online course providers will be available through Educere. A contract must be signed by the student and parent/guardian prior to registration.

There may be a fee incurred by the parent/guardian for a course that is dropped after the add/drop period as defined by the course provider. Reimbursement to the district will be required for a failed course, as stated in the contract. Student progress will be directly reported via email by the provider throughout the duration of the course. **HHRS will not report grades until the course is completed and a final grade is posted by the online provider. If enrolled in an online course during senior year, in order for the final grade to be calculated into your 3<sup>rd</sup> marking period GPA, the course must be completed, and a final grade must be posted by the online course provider by the end of the 3<sup>rd</sup> marking period.**

**\*Please allow two weeks for the online course provider to calculate and post a final grade.**

## **CREDITS FOR GRADE LEVEL PROMOTION**

Grade 9 - To qualify for placement in grade 9 a student must have successfully completed grade 8 by passing **at least 3 of the 4** core subjects: Mathematics, Language Arts, Science, and Social Studies.

Students who do not achieve the following credits will be retained in their current grade level and deemed **ineligible** for privileges afforded the promotional grade level.

- **30** credits to be considered a sophomore
- **60** credits to be considered a junior
- **95** credits to be considered a senior

**Note: Students who successfully complete credit recovery courses, including, but not limited to, summer school, may only earn a maximum of a 65% as a final average.**

## **GENERAL INFORMATION ABOUT PRELIMINARY SCHEDULING**

1. All prerequisites must be met before taking an advanced course
2. Students should take between 35-40 credits per year
3. Vocational students must select a full schedule during preliminary scheduling
4. Electives must be listed in order of preference
5. Alternative courses must be selected
6. Appeals Statement: If a student is dissatisfied with their course recommendation/placement, they may receive an HHRS Appeals form from their school counselor. To begin the placement appeal process, the form must be signed by their parent and/or guardian and then given to the correct subject area teacher. The Appeals form is completed by the teacher and returned to the student's school counselor. The completed appeals form, student grades, and student test scores are used in determining correct class placement by the administration.

*Initial recommendations for Honors and AP-level courses will be determined by teacher recommendations based on multiple measures, such as a student's ability to work independently, a student's writing ability, and a student's performance on various assessments, etc.*

**INITIAL COURSE SELECTION REQUESTS MUST BE SUBMITTED NO LATER THAN JANUARY 31, 2023. COURSE DROP REQUESTS INITIATED BY STUDENTS MUST BE APPROVED BY THE ADMINISTRATION BY THE END OF THE SECOND FULL WEEK OF CLASSES.**

## ART

### **Foundations of Art**

Length: Full year      Credits: 5

Prerequisite: None

This is an introductory art course that emphasizes the development of artistic skills and the creative process. Application of creative skills is encouraged. Some of the techniques, ideas, and materials that may be included: color theory; rendering; perspective drawing; design; composition; acrylic paint; calligraphy; printmaking, paper quilling and ceramic clay. Grading is based on the timely completion of homework, creative application of skills on projects, and a short biographical research paper.

### **Art II**

Length: Full year      Credits: 5

Prerequisite: Foundations of Art

This studio art course is designed for students who want to expand on and hone their creative thought processes as well as gain new knowledge and application of skills and concepts mastered in Foundations of Art. This course will focus on the understanding and use of various aspects of two and three-dimensional art and art history and may include drawing, painting, sculpture, printmaking, and pottery. Some of the materials and techniques that may be included: are acrylic paint; drawing; ceramic sculpture; block printing; etching and handmade pottery. All students will maintain a sketchbook (for all homework). Grading is based on timely completion of homework, creative application of skills on projects, and an art history research paper.

### **Art III**

Length: Full year      Credits: 5

Prerequisite: Art II

This studio art course is designed for students who are interested in the visual arts. Students will work collaboratively with the instructor to design a portfolio that emphasizes their creative interests and talents. New techniques will be taught, as needed and creative exploration of ideas and techniques will be strongly encouraged. Student progress will be continually monitored and individual evaluations of student progress will be done when necessary. Grading is based on timely submissions of projects designed by students and instructor.

### **Art IV/AP Studio Art**

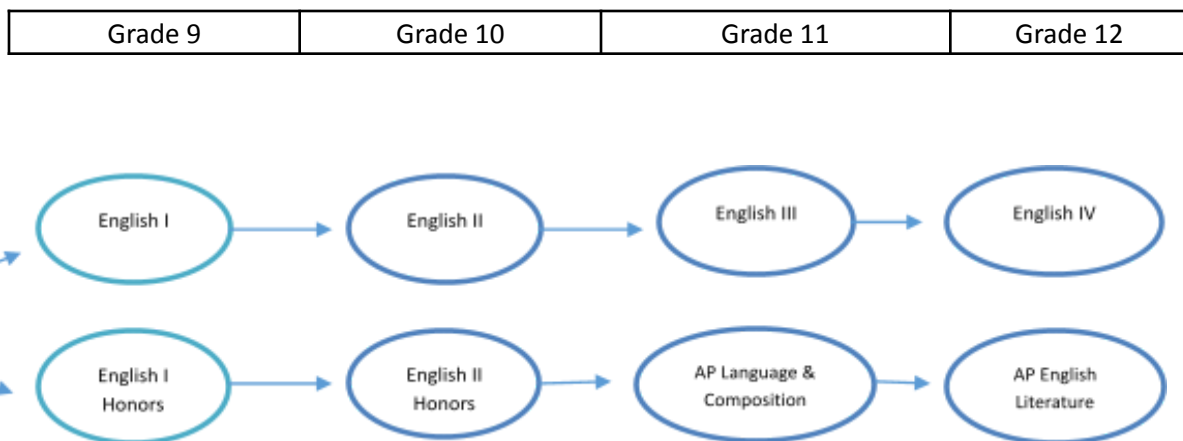
Length: Full year      Credits: 5

Prerequisite: Art III

The AP Studio Drawing Portfolio course is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas in drawing. AP Studio Art is not based on a written exam; instead, this course is a sustained investigation of two aspects of portfolio development—Quality and Concentration. All work will be completed and sent in the first week of May. In building the portfolio, students experience a variety of concepts, techniques, and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem-solving, and ideation using several media. Students develop a body of work for the Concentration section of the portfolio that investigates an idea of personal interest to them. The five top pieces are selected for actual presentation in the Quality section of the Drawing portfolio. Students understand that making art is an ongoing process that uses informed and critical decision making as these selections are made for their portfolio submission. Critiques are required and are part of your class participation. There will be group critiques at the end of each assignment. Students are expected to discuss their own work, the work of their peers, and the work of masters in written and verbal form. During the class critiques, art vocabulary must be used to form decisions about the work being discussed. The AP Studio Art scoring guidelines will also be used to evaluate work and develop ideas for future exploration.

## ENGLISH

### Language Arts and Literacy Flow Chart:



### **English I**

Length: Full year      Credits: 5

Prerequisite: None

Students will examine various forms of literature, including: novel, drama, poetry, short story and nonfiction. They will learn to write in expository, narrative, persuasive, and informative modes. Students will display writing and analytical skills via various essay tasks and formal presentations. The fundamental purpose of this course is to expose students to a wide array of literary styles while improving analytic and interpretive abilities and building writing skills through an integrated language arts approach.

### **English I Honors**

Length: Full year      Credits: 5

Prerequisite: Multiple-Measures; Teacher Recommendation

This program will afford students with high levels of ability the opportunity to explore topics described in English I in more depth while developing their skills. Students will learn the literary and rhetorical terms necessary to succeed in literature courses. At the conclusion of this course, a student should feel comfortable using research and analytical processes. In addition to all of the work in the English I course outline, students will also be evaluated on the following assignments: additional essays each marking period, supplemental novels (including a written or oral analysis)

This is a rigorous course for students whose achievement is highest at the grade level. Students will be exposed to a pre-AP curriculum and required to work beyond the college prep level and apply core concepts/skills to daily work.

### **English II**

Length: Full year      Credits: 5

Prerequisite: English I / English I Honors

Students will examine a variety of American Literature. Various masterworks will be read and studied. As an integrated language arts course, all other skills, including reading, writing, and grammar, will evolve as a part of the literature program. Students will complete a variety of writing assignments to explore literature and communicate ideas effectively. Students will complete formal literary-based presentations and continue to develop skills in research.

## **English II Honors**

Length: Full year          Credits: 5

Prerequisite: English I / English I Honors; Multiple-Measures; Teacher Recommendation

Students with high levels of ability will be able to explore in depth the writings of American authors. They will be provided the opportunity to read and discuss these writers and their impact on our culture. This course will emphasize the writing and researching skills expected of college-bound students. Students will be evaluated on the following assignments:

Additional essays each marking period including research based citations

Supplemental novels each marking period (including some form of written analysis) This is a rigorous course for students whose achievement is highest at their grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

## **English III**

Length: Full year          Credits: 5

Prerequisite: English II / English II Honors

Students will examine English Literature from Beowulf through the Romantic and Contemporary periods. Students will read various masterworks from each of the periods studied thus being exposed to the folk epic, medieval romance, drama, poetry, essay and novel. In addition to reading literature, students will write in a variety of discourse modes: persuasive, informative, narrative and expository.

## **Advanced Placement English Language and Composition**

Length: Full year          Credits: 5

Prerequisite: English II / English II Honors; Multiple-Measures; Teacher Recommendation

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purpose, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students should be encouraged to place their emphasis on content, purpose and audience and to allow this focus to guide the organization of their writing. Students will be required to take the AP Language and Composition exam in May. This is a rigorous course for students whose achievement is highest at their grade level. Students will be required to work beyond the CCR level and apply core concepts/skills to daily work.

**Summer work is mandatory.**

## **English IV**

Length: Full year          Credits: 5

Prerequisite: English III / AP Language and Composition

The basis of English IV is the study of world literature. Students will read masterworks from varied cultures thus being exposed to the major schools of thought and an array of literary forms. The development of writing and analytic skills will be evaluated through research papers and essay-type tests.

## **Advanced Placement English Literature and Composition**

Length: Full year          Credits: 5

Prerequisite: English III / English III Honors; Multiple-Measures; Teacher Recommendation

AP English Literature and Composition is a college/university-level course that meets the rigors of a university Humanities course. The class provides intellectual challenges with thought provoking questions and the opportunity to read, understand, explain, and analyze literature. The literature studied in this course requires close reading in order to comprehend the multiple meanings and the rich social, artistic, and cultural values of the works. The historical development of literature will

provide the framework in which dramas, novels, short stories, poetry, and expository essays are studied. Extensive independent reading and participation in class discussions are necessary for success in this class. Students will explore writing as a diverse form of communication. Attention will be paid to elements of style, structure, and tone. Assignments include frequent analytical essays where close attention is paid to textual detail, historical context, and literary elements such as symbolism, characterization, setting, theme, and motif. Students will be required to take the AP English Literature and Composition exam in May.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

**Summer work is mandatory.**

### **SAT Test Prep – CR / MATH / WRITING**

Length: Spring Semester      Credits: 2.5

Prerequisite: None (Priority given to Juniors)

SAT Test Prep will engage the college-bound student in a series of learning activities designed to give an edge on the SAT. This semester course will include a quarter of SAT math and a quarter of SAT critical reading and writing. In addition to developing proven reading SAT strategies, students will also have the opportunity to perfect their college-level writing skills. Students will also learn how to eliminate distracting answers on the math sections of the test as well as develop strategies proven to raise math scores on the SAT. This course is offered in the **spring semester and is dependent on staffing.** .



## **FINANCIAL, ECONOMIC, BUSINESS AND ENTREPRENEURIAL LITERACY**

### **Accounting I**

Length: Full year                      Credits: 5

Prerequisite: None

Designed to provide the student with a clear understanding of how to analyze, evaluate, and interpret the effects of business transactions for a proprietorship. Accounting I provides students with the opportunity to complete the accounting cycle for a service and merchandising business. Used to communicate financial information, accounting is known as the language of business. This course is an invaluable aid in developing a sound business foundation. Knowledge of accounting can also contribute to an ability to earn a living, understand business activities, and gain competency in managing personal finances.

### **Career Planning for a Digital Age**

Length: Full year                      Credits: 5

Prerequisite: None

Students will complete interest inventories; define their career interests, abilities, and desires. Technology will play a key role in the discovery of career choices for our graduating students. In order to keep our students on the cutting edge of an ever-changing business environment, we will expose our students to an array of industry standard programs such as Microsoft Office, Google Docs, and Naviance Succeed. By integrating technology with real life applications, our students will have the resources to compete in a fast-paced and modern business world.

### **Personal Finance**

Length: Full year                      Credits: 5

Prerequisite: None

Personal Finance is designed to help students establish healthy financial habits that will follow them throughout their lives. The average teen spends almost \$3,500 per year. Unfortunately, teens generally know little about managing their money. The purpose of Personal Finance is to give students insight into how to make positive spending, saving, and investing decisions. In Personal Finance, students will develop financial goals and learn how to reach those goals. They will learn to organize financial records and budget their money. They will learn the importance of financial institutions and how to get a positive credit rating. Different types of investments will be analyzed.

### **Strategies for Success**

Length Full Year                      Credits: 5

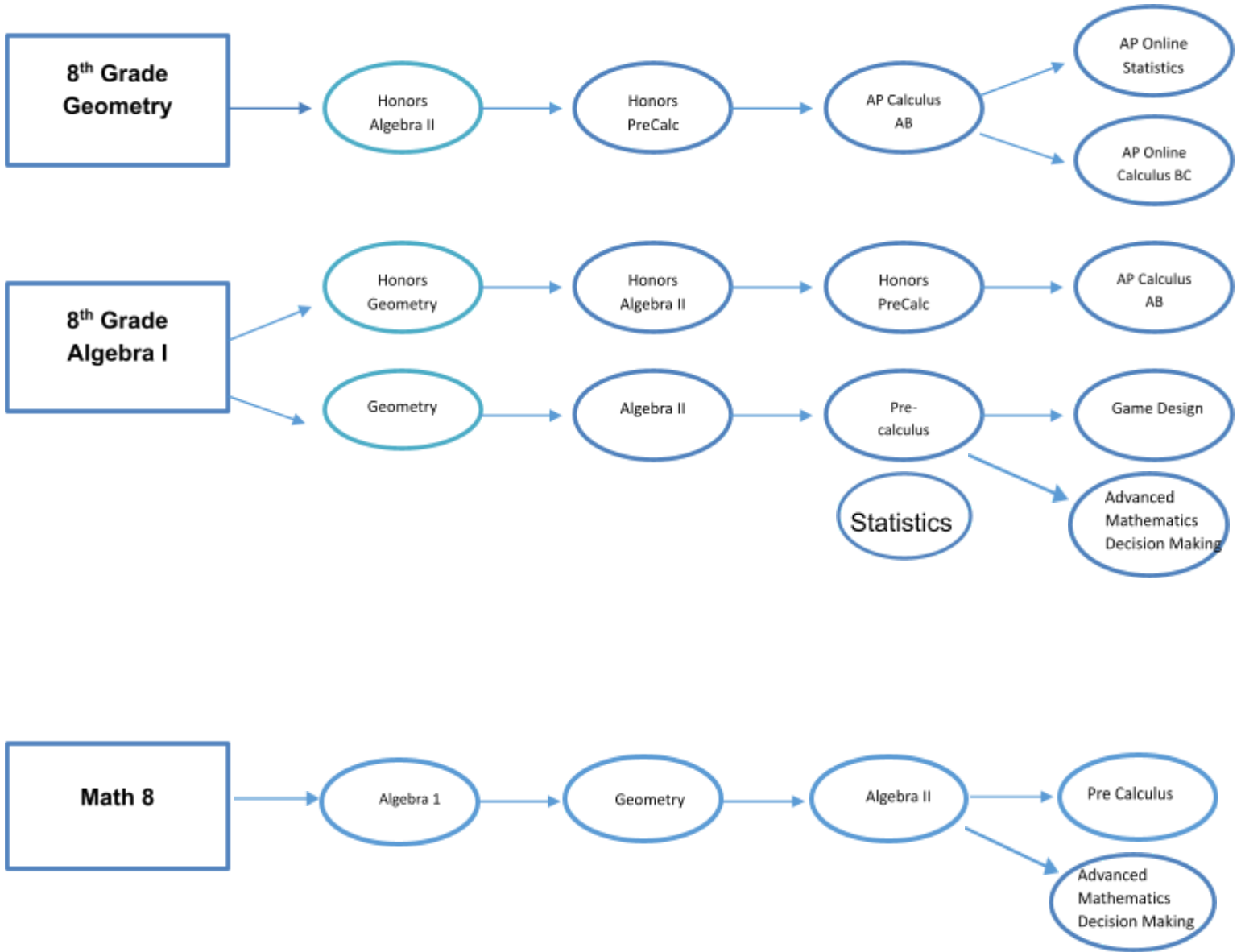
Prerequisite: None

Strategies for Success is designed to address the academic and emotional needs of students by providing varied opportunities for growth. Students will work independently on course assignments, receive direct instruction, and support from the Strategies for Success teacher as needed. Students may receive individualized instruction in a specific content or skill area, learn to organize and plan their time effectively and develop strategies to help them be successful academically and within the community. Emphasis is placed on students taking ownership of their learning and school success.

# MATHEMATICS

## Math Flow Chart:

Grade 9	Grade 10	Grade 11	Grade 12
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### Algebra I

Length: Full year      Credits: 5

Prerequisite: None

Rigorous emphasis is placed on Linear, Quadratic and Exponential Functions through graphing, solving and real world applications. Also, writing and solving linear and quadratic systems. Algebra I is the gateway course in the mathematics college-prep sequence.

## **Geometry**

Length: Full year                      Credits: 5

Prerequisite: Algebra I

Geometry is the second course in the college prep mathematics sequence. Emphasis is on deductive reasoning, using basic definitions, assumptions, and theorems. Topics include triangles, parallel lines, polygons, ratios and proportions, right triangles, circles, area, and volume of various shapes.

## **Geometry Honors**

Length: Full year                      Credits: 5

Prerequisite: Algebra I and Multiple-Measures; Teacher Recommendation

The same topics are covered as in Geometry, but at a much quicker pace. These topics will be covered in more depth along with enrichment activities.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

## **Algebra II**

Length: Full year                      Credits: 5

Prerequisite: Algebra I and Geometry/Geometry Honors

Algebra II is the third course in the college prep sequence. After a review of Algebra I, emphasis is placed on functions (linear, quadratic, rational, radical, exponential, and logarithmic) as well as trigonometric concepts, and analytical geometry.

## **Algebra II Honors**

Length: Full year                      Credits: 5

Prerequisite: Geometry/Geometry Honors and Multiple-Measures; Teacher Recommendation

Algebra II Honors is the second year of Algebra intended for the academically oriented students with a strong foundation in Algebra I. In addition to the Algebra II curriculum, students will study sequences and series, probability and statistics.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

## **Advanced Mathematics Decision-Making**

Length: Full year                      Credits: 2.5

*Prerequisite: Algebra I and Geometry*

Advanced Mathematical Decision Making is an exciting and dynamic course in which students will explore ways that math is used in the "Real World". This course requires that you use all the skills learned in Algebra I, Geometry, and Algebra II in order to investigate and solve application problems. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems. Advanced Mathematical Decision Making should also deepen and enrich the ways in which students think about math as well as develop the real applications of math across disciplines and in practical situations.

## **Statistics**

Length: Full year                      Credits: 5

*Prerequisite: Algebra I, II, and Geometry*

Statistics is an activity-based course that introduces students to the fundamental concepts and techniques employed when working with data. Students will be exposed to the major concepts and tools for collecting, analyzing, and drawing

conclusions from data. The course will focus on small-group instruction and interaction. It will continuously reinforce the importance of mathematical thinking and reasoning, and their connections to our daily lives. Students will be presented with an array of teaching techniques in an attempt to make mathematics more comfortable and more enjoyable to learn.

### **Pre-Calculus**

Length: Full year          Credits: 5

Prerequisite: Algebra II/Algebra II Honors and Multiple-Measures; Teacher Recommendation

Pre-Calculus is the fourth course in the college prep sequence. A brief review is presented on coordinate geometry, polynomials, and inequalities. Emphasis is placed on functions, especially trigonometric functions, their relationships and applications. Special attention is devoted to the trigonometric identities and equations involving these functions. Also included are units on sequences, series, vector applications, and introduction to limits.

### **Pre-Calculus Honors**

Length: Full year          Credits: 5

Prerequisite: Algebra II/Algebra II Honors and Multiple-Measures; Teacher Recommendation

Pre-Calculus is the fourth course in the math sequence. A brief review is presented on coordinate geometry, polynomials, and inequalities. Emphasis is placed on functions, especially trigonometric functions, their relationships and applications. Special attention is devoted to the trigonometric identities and equations involving these functions. Also included, are units on sequences, series, vector applications, and introduction to limits.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

### **Advanced Placement Calculus AB**

Length: Full year          Credits: 5

Prerequisite: Pre-Calculus/Pre-Calculus Honors and Multiple-Measures; Teacher Recommendation

The AP Calculus course is designed mainly for mathematically talented students. It consists of a full academic year in the standard topics of calculus comparable to courses offered at colleges and universities. Course pacing and expectations are designed to meet the challenges of a college-level course for well-prepared and motivated high school students. Preparation for the course should include a thorough knowledge of algebra, geometry, functions and trigonometry. Students are expected to review and extend their knowledge of algebra, geometry, trigonometry, pre-calculus, and other areas as appropriate for course preparation. Emphasis throughout the course is theoretical and rigorous, with some generalization of the problem-solving techniques previously established. In addition to a theoretical treatment of limits, continuity, the derivative and the integral, the course will consider differential equations. This course will prepare the student for the advanced placement exam in AP Calculus. Graphing calculators will be used extensively as problem-solving tools. Students will receive up to 20 hours of summer assignments for this course.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work. **Summer work is mandatory. Ten or more hours of independent study per week are required.**

### **Game Design and Development**

Length: Semester          Credits: 2.5

Prerequisite: Algebra I

Game Design and Development introduces students to the basic discrete mathematical skills necessary for game design. Instructional materials highlight the various games in the industry and analyze their approach in terms of mathematics, design and development. Students explore both the artistic and technical processes of developing game elements such as story,

levels, sound and user interfaces. They merge all these elements into a functional prototype to demonstrate their understanding of the game design process. Unit topics in this one-semester course include history, player elements, genres, elements of game play, setting platforms, game generations, and player modes. The designs in this course will be created using various software programs, including Black Rocket Design Software.

### **Advanced Game Design and Development**

Length: Semester

Credits: 2.5

Prerequisite: Game Design and Development; Algebra I

Game Design and Development is an activity-based course, which introduces students to the basic discrete mathematical skills necessary for game design. Instructional materials highlight the various games in the industry and analyze their approach in terms of mathematics, design and development. Students explore both the artistic and technical processes of developing game elements such as story, levels, sound and user interfaces. They merge all these elements into a functional prototype to demonstrate their understanding of the game design process. Unit topics in this one-semester course include history, player elements, genres; elements of game play, setting platforms, game generations, and player modes. The designs in this course will be created using various software programs, including Black Rocket Design Software.

## **MUSIC**

### **Band I, II, III, IV**

Length: Full year

Credits: 5 Prerequisite: None

The instrumental music program consists of membership in one or more of the following organizations: Symphonic Band, Marching Band, Wind Ensemble, and Jazz Ensemble. The course is designed for students who have a sincere desire to better themselves musically and intellectually. A considerable amount of extra time may be required. This will involve marching practice after normal school hours and participation in a variety of evening and weekend events. Students develop an appreciation of all types of music from classical to rock, from marches to opera, in addition to training on several instruments.

### **AP Music Theory / Music Theory**

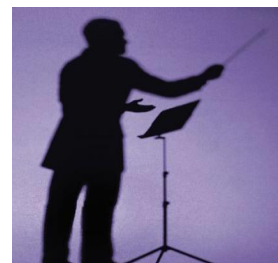
Length: Full Year

Credits: 5

This is a vocationally focused, full-year course in music theory geared towards students interested in pursuing a career in music or looking to better their performance skills. Students will hone skills needed to read and write music efficiently, as well as work with the symbolic, mathematical and analytic concepts and relationships in music's structure. Students will apply technical knowledge and skills to the composition, synthesis and performance of music. Students must be currently enrolled in band or receive permission by the music teacher.

### **Music Lessons**

Music lessons are provided on a regular basis during alternating periods for all band students.



## **PHYSICAL EDUCATION / HEALTH**

### **Physical Education (Grades 9-12)**

Length: Three quarters

Credits: 3.0/3.75

Prerequisite: None

In physical education, students are given an opportunity for the individual or group to act in situations that are physically wholesome, mentally stimulating, and socially sound. It is our endeavor to develop students physically through participation in various activities. We accomplish this through the following co-educational activities: soccer, basketball, weight training, flag football, co-operative games, field hockey, volleyball, Frisbee, softball and fitness activities. In addition, the following co-educational "life time" activities are covered: cross fitness activities, dance, and walking/jogging. Throughout the entire year there is an on-going emphasis on physical fitness and development.

### **9<sup>TH</sup> Grade (Family Life)**

Length: One quarter

Credits: 1.0/1.25

Prerequisite: None

The ninth grade Family Life Health Course will focus on the following units: A review on Wellness, Physical Health, Mental Health, Emotional Health, and Social Health. It will also review Self-Esteem and Body Image, Depression and Suicide, Current Drug Trends, Steroids and Performance Enhancers.

The course will also offer a Sexuality Unit that will include: The male and female reproductive systems and pregnancy. Other topics discussed will include Abstinence, Risk Reduction, and Risk Elimination (Methods of Contraception and Sexually Transmitted Diseases), The unit will conclude with a Safe Dating Unit that will discuss Setting and Respecting Sexual Limits and Dating Violence and Date Rape.

### **10<sup>TH</sup> Grade Driver Education**

Length: One quarter

Credits: 1.0/1.25

Prerequisite: None

The Driver Education Course will focus on the following units: The Graduated Driver License

Program of New Jersey which covers the process of obtaining a Student Learner Permit, Examination Permit, Probationary License, and Basic Driver License. The course will continue focusing on the following: Basic Car nomenclature, Driver Safety (Rules of the Road), Sharing the Road (Safe and Defensive Driving as well as the proper procedure of being involved in a car accident), Driving Under the influence of alcohol and drugs (including prescription and over-the-counter medications).

The course will also offer a section on Tissue and Organ Donation and conclude with the New Jersey State Written Examination.

### **11<sup>TH</sup> Grade Health (First Aid)**

Length: One quarter

Credits: 1.0/1.25

Prerequisite: None

The Life Skills/Junior Health course will cover topics that review and expand the students' knowledge in mental health particularly in the subjects of depression and suicide. The course will introduce the topic of infectious and non-infectious disease which will lead to reviewing and expanding the students' knowledge in the subject of Sexually Transmitted Infections, particularly HIV and AIDS. The students will then use the tools that they learned in the previous units and apply them as use of preventative measures to engage in the state mandated subject of First Aid and CPR certification.

**12<sup>TH</sup> Grade Health**

Length: One quarter

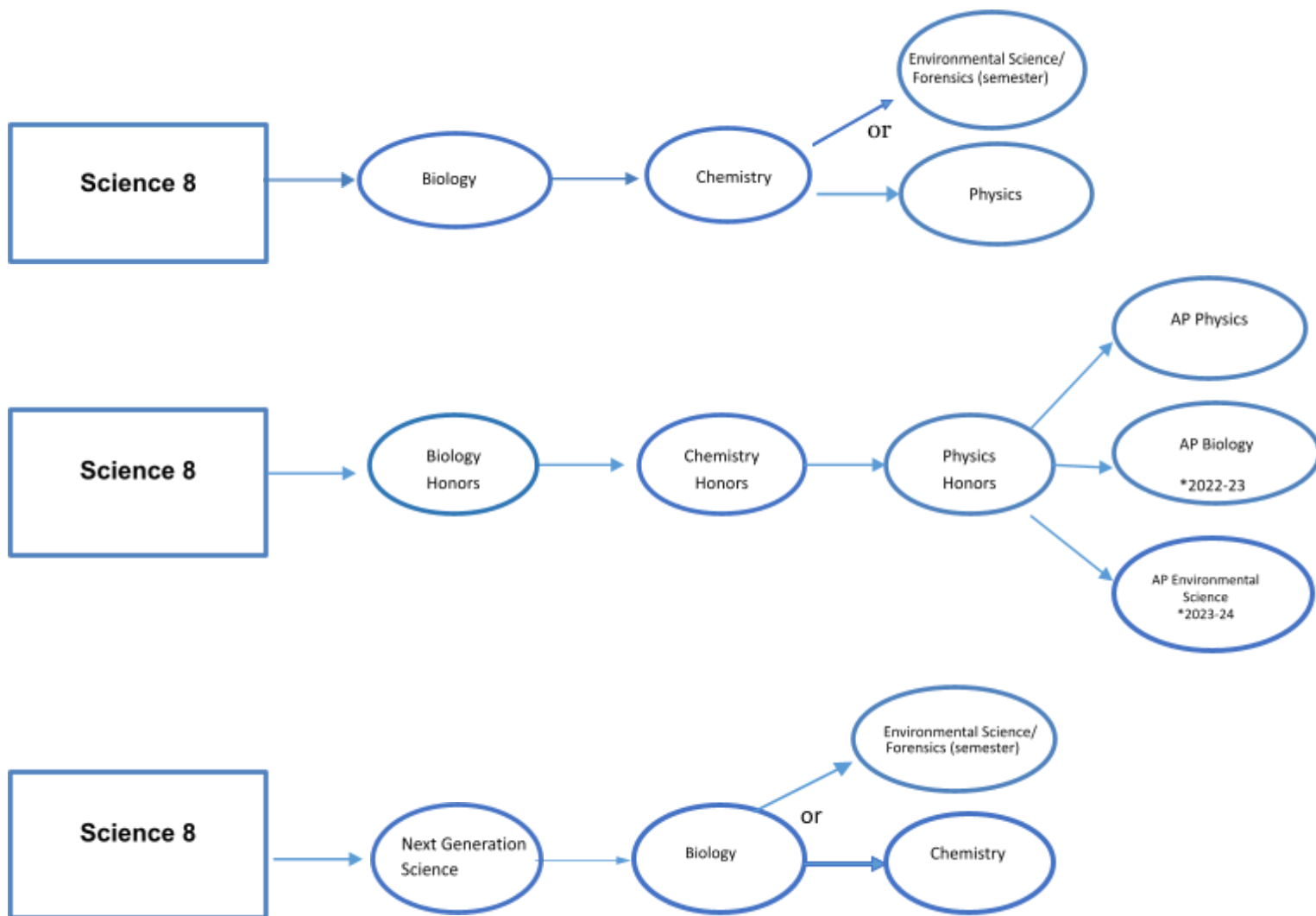
Credits: 1.0/1.25

Prerequisite: None The Senior Health course will cover topics that review and expand the students' knowledge in Nutrition, Current Drug Trends, and Relationships. The course will give the students the opportunity to become advocates in the topics covered and plan strategies to enhance the public's awareness of these subjects and improve upon them. Topics that are covered in this course include: sexual consent, dating violence, sexual orientation, abstinence education vs. sexual education and the consequences and challenges of teen parenthood.

**SCIENCE**

**Science Department Flow Chart:**

Grade 9	Grade 10	Grade 11	Grade 12
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### **Biology**

Length: Full year      Credits: 6

Prerequisite: None

Biology is the study of life and in this course, students learn about the subject from the microscopic to the immense. Students will examine how the genetic code of DNA provides a common blueprint for all living things. Additionally, interactions between living things and their environment will be studied. Other topics include: cell structure and function, evolution, classification of living things and ecology. Students will discover the connection between innovations in biology and improvements in health care and the care of the environment. Students must take the NJBCT while enrolled in this course.

### **Biology Honors**

Length: Full year      Credits: 6

Prerequisite: Multiple-Measures; Teacher Recommendation

The Biology Honors course is designed to cover the same topics and concepts as the Biology course but at an accelerated rate. Students will dive deeper into specific concepts and complete additional laboratory experiences. Students must take the NJBCT while enrolled in this course.



This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work

### **Environmental Science**

Length: Semester Credits: 2.5

Prerequisite: Biology/Biology Honors

Environmental Science is a semester course designed to study how humans interact with their natural environment. The course will explore the various problems associated with the use of energy in our modern society. Alternative energy sources will be examined and the impact of each form will be analyzed. Skills such as using the Internet to do research, giving oral presentations and analyzing data will be stressed. Finally, this course will give students the ability to make informed decisions about environmental and energy issues. This course meets the science requirement for high school graduation.

### **Forensic Science**

Length: Semester Credits: 2.5

Prerequisite: Environmental Science, Biology/Biology Honors

Forensic Science is the application of scientific knowledge to legal questions. In this semester class, students will apply biology, chemistry, physics, earth science, psychology and mathematics to solve mock crimes. Utilizing a laboratory setting, students will perform tests, analyze data and support their conclusions with evidence. This course will develop critical thinking to analyze case studies and communication skills in writing laboratory reports on selected laboratory activities. This class meets the science requirement for high school graduation.

### **Next Generation Science**

Length: Full year Credits: 5

The Next Generation Science course combines high school Next Generation Science Standards including Physical Science, Earth and Space Science, Life Science, and Engineering, Technology, and Applications of Science. This course will emphasize hands on activities, critical thinking and problem solving, real world applications, and technology. Students will engage in these topics through the use of a variety of science and engineering practices including asking questions and defining problems, using mathematics and computational thinking, developing and using models, and constructing explanations and designing solutions.

### **Chemistry**

Length: Full year Credits: 6

Prerequisite: Biology/Biology Honors and Algebra I

This course stresses the application of scientific principles, helps students learn to reason, and relate chemistry to their everyday living. The student is given a strong theoretical background and practical experience using laboratory equipment. Topics include atomic structure, chemical bonds, study of acids, bases, salts, periodic law, formulas, and equations.

### **Chemistry Honors**

Length: Full year Credits: 6

Prerequisite: Biology/Biology Honors, Algebra II/Algebra II Honors (or concurrent), and Multiple-Measures; Teacher Recommendation

Chemistry is the study of the composition, structure, and properties of matter, the processes that matter undergoes, and the energy changes that accompany these processes. Topics include dimensional analysis, atomic structure, chemical reactions, stoichiometry, thermochemistry, nuclear chemistry, states of matter, behavior of gases, acid-base theory, oxidation-reduction, equilibrium and organic chemistry. Weekly laboratory experiments and activities complement concepts learned while reinforcing safety and science writing skills.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

### **Physics**

Length: Full year            Credits: 6

Prerequisite: Chemistry/Chemistry Honors, Algebra II/Algebra II Honors, and Multiple-Measures; Teacher Recommendation  
Physics is the study of the fundamental laws of nature which can be used to describe everything in our everyday lives. Topics covered include kinematics, dynamics, energy, momentum, waves, optics and electricity. Coursework includes lecture, discussion, problem solving, projects and laboratory activities.

### **Physics Honors**

Length: Full year            Credits: 6

Prerequisite: Chemistry/Chemistry Honors, Algebra II/Algebra II Honors, and Multiple-Measures; Teacher Recommendation  
Physics is the study of the fundamental laws of nature which can be used to describe everything in our everyday lives. This course is designed for students with a strong foundation in mathematics and the physical sciences. Topics covered include kinematics, dynamics, energy, momentum, waves, sound, optics, electricity and magnetism. Coursework includes lecture, discussion, problem solving, projects and laboratory activities.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

### **Advanced Placement Biology**

Length: Full year            Credits: 6            *\*Offered alternating years - Next offered 2024-25*

Prerequisite: Biology/Biology Honors, Chemistry/Chemistry Honors and Multiple-Measures; Teacher Recommendation  
The AP Biology course is designed to be the equivalent of a college-level introductory biology course. The intent of the course is to expose students to higher-level biological principles, concepts, and skills and allow them the opportunity to apply their knowledge to real-life situations. Students are also expected to learn not by memorization of facts, but through content and concept application via the AP Biology science practices. Core concepts, called “enduring understandings” and their application via the science practices are the basis of the AP Biology curriculum. These concepts are organized around biological principles called “big ideas” that permeate the entire course and focus on the following topics:

- Evolution Biological systems using energy to maintain homeostasis for survival
- Passing heritable information to provide continuity of life
- The interaction of biological systems with biotic and abiotic factors

In this AP Biology course, the teacher serves as the facilitator while the students develop as independent thinkers and learners, especially through laboratory investigations. Many concepts that are considered prerequisite knowledge for the course can be reviewed as home study through the use of rich resources such as assigned websites, web quests, and journal articles. In class, students are given opportunities to learn and apply their knowledge through the process of inquiry rather than learning from lectures and/or prescribed lab protocols. A sense of wonder and use of original thought are fostered as students are encouraged to extend their learning via scaffolded conceptual understandings and open inquiry.

**Summer work is mandatory. Ten or more hours of independent study per week are required.**

### **Advanced Placement Environmental Science** *\*Offered alternating years - Next offered 2023-24*

Length: Full year            Credits: 6

Prerequisite: Algebra II/Algebra II Honors, Biology/Biology Honors, Chemistry/Chemistry Honors, and Multiple- Measures; Teacher Recommendation

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, and to identify and analyze environmental problems both natural and human-made through a laboratory science based approach. In addition, students will evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Students enrolled in this course will be expected to complete a summer assignment prior to school starting. All students enrolled in this course will be required to take the AP Environmental Science Exam in May.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

**Summer work is mandatory. Ten or more hours of independent study per week are required.**

### **Advanced Placement Physics**

Length: Full year      Credits: 6

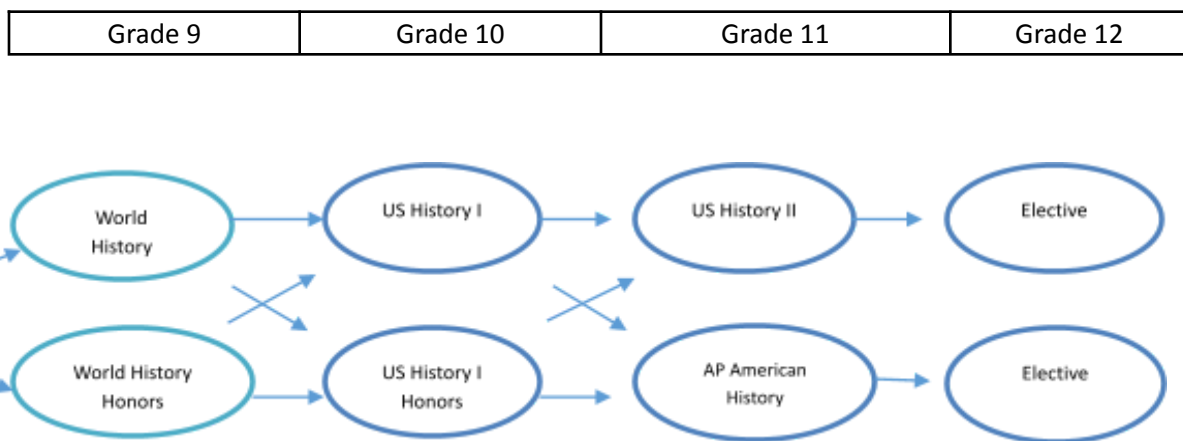
Prerequisite: Pre-Calculus/Pre-Calculus Honors, Physics/Physics Honors, and Multiple-Measured Teacher Recommendation  
AP Physics is equivalent to an introductory course in physics on the college level. This course is intended for any student who has an interest in pursuing a career in physics, astronomy, engineering, or for students who want to earn AP credit for college physics while still in high school. Advanced topics covered include nuclear physics, special relativity, optics, thermodynamics and energy. Students will develop, practice, and refine critical thinking through extensive laboratory work and related projects. The expectations and workload in an AP course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period. All students enrolled in this course will be required to take the AP Physics exam in May.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

**Summer work is mandatory. Ten or more hours of independent study per week are required.**

## SOCIAL STUDIES

**Social Studies Flow Chart:**



### **World History**

Length: Full year      Credits: 5

Prerequisite: None

The course begins with the study of the emergence of modern Europe, industrialization and revolution. In studying the rise and fall of nations, students gain an understanding of the contemporary world. Students will write research papers, complete projects, and investigate topics of the course in depth.

### **World History Honors**

Length: Full year      Credits: 5

Prerequisite: Multiple-Measures; Teacher Recommendation

The course begins with the study of the emergence of modern Europe, industrialization and revolution. In studying the rise and fall of nations, students gain an understanding of the contemporary world. Students will write research papers, complete projects, and investigate topics of the course in depth.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

### **United States History I**

Length: Full year      Credits: 5

Prerequisite: World History/Cultures or World History/Cultures Honors and Multiple-Measures; Teacher Recommendation

This course begins with the development of independence by England's colonies, the building of the United States of America, and the development of our democratic form of government. The course moves through the development of sectionalism, the Civil War, the rebuilding of America, and ends with the United States of America as a world power.

### **United States History I Honors**

Length: Full year      Credits: 5

Prerequisite: World History/Cultures or World History/Cultures Honors, and Multiple-Measures; Teacher Recommendation

This course begins with the development of independence by England's colonies, the building of the United States of America, and the development of our democratic form of government. The course moves through the development of sectionalism, the Civil War, the rebuilding of America, and ends with the United States of America as a world power.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

### **United States History II**

Length: Full year      Credits: 5

Prerequisite: US History I/US History I Honors

This course begins with the development of the United States as a world power, moves through the turbulent years between World War I and II, reviews the great wars in which our country has been involved, and ends with a discussion of the problems facing our nation today and the challenges of the future. A chronological approach emphasizing the political, economic, and social development of our great country is followed.

### **AP United States History**

Length: Full year      Credits: 5

Prerequisite: US I/US I Honors and Multiple-Measures; Teacher Recommendation

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States History. This program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. . All students enrolled in this course will be required to take the AP United States History exam in May.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college-prep level and apply core concepts/skills to daily work.

**Summer work is mandatory. Ten or more hours of independent study per week are required.**

### **Practical Law I**

Length: Semester      Credits: 2.5

Prerequisite: US History I

This semester course will promote increased opportunities for citizen education and provide a practical understanding of law and the legal system by covering topics like: lawmaking; advocacy; settling disputes; the court system; crimes in America and the criminal justice system.

### **Practical Law II**

Length: Semester      Credits: 2.5

Prerequisite: Practical Law I

This semester course will continue to promote increased opportunities for citizen education and provide a practical understanding of sentencing and corrections, juvenile justice, tort law, contracts, housing, family, work and discrimination laws. This course will encourage a greater sense of justice, tolerance, and fairness for all.

### **Contemporary World Issues**

Length: Semester Credits: 2.5

Prerequisite: Completed Grade 10

The goal of the Contemporary World Issues course is to engage the students in an investigation of the concerns of the modern world. The course will focus on regional discussions, involving Asia, the Middle East, and Latin America. It will also include topic-based issues such as contemporary politics and society. Students taking this course will have an opportunity to become more familiar with current world issues through discussions, cooperative learning, analytical and research writing, and individual or group-based projects and research. Active participation is a vital component of this class.

### **American History Through Film AND Music**

Length: Semester Credits: 2.5

Prerequisite: Completed Grade 10

The course is designed to expose students to some of the major events and eras of the 20<sup>th</sup> Century. Through the examination of movies, art and music we will attempt to assess the validity of Hollywood productions as a means to capture the essence of historical mythmaking and remembrance and the problems created by distortion and misinformation in studying history. Students will read and write critical essays and engage in project-based assessments.

### **Economics**

Length: Semester Credits: 2.5

Prerequisite: None

Economics is a practical study of the features and functions of economics and economic systems. This course will present opposing views on topics in today's economy as well as introduce economic and finance-related occupations. Areas of study will include: the impact that business behaviors, organized labor, government, financial institutions, and international markets have on the economy.

### **Advanced Placement Psychology**

Length: Full year Credits: 5

Prerequisite: English II / English II Honors, Algebra II/ Algebra II Honors and Multiple-Measures; Teacher Recommendation; Completed Grade 10

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first college year.

**Summer work is mandatory.**

## **Advanced Placement Human Geography**

Length: Full Year Credits: 5

Prerequisite: None- Open to 9th -12th Grade

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications

**Summer work is mandatory.**

## **HHRS STEAM ACADEMY**

The goal of the STEAM Academy at Henry Hudson Regional School is to ensure that students graduate with the knowledge and experience necessary to prepare them for future study and careers in science, technology, engineering, arts, and mathematics. Beyond fulfilling state graduation requirements, the Academy affords students the opportunity to specialize in a field of their interest. All students who fulfill the outlined requirements will receive an endorsement on their diploma.

- Students entering 9th grade will be selected for the STEAM Academy on the basis of past academic performance and teacher recommendation.
- STEAM Academy students are expected to participate in one or more extracurricular activities related to their specialties such as science club, robotics competition, health careers club, Skills USA, technology/robotics club, theater management, academic competitions, concert band, marching band, A cappella Choir, and ARTE club.
- Students are expected to maintain a minimum of a "B-" (80) average in order to receive an endorsement on their transcript.

### **Required Courses for Endorsement:**

- Introduction to STEAM (5 credits)
- STEAM Electives (15 credit minimum)
- STEAM Career Exploration (2.5 credits)
- At least one AP course in a STEAM field
- Capstone & Seminar (senior year) (5 credits)



### STEAM Academy Course Sequence Guide

9th Grade	10th Grade	11th Grade	12th Grade
English I CP / H	English II CP / H	English III or AP Language and Composition	English IV or AP Literature and Composition
Algebra I, Geometry, or Geometry Honors	Algebra II CP / H, or Geometry CP / H	Algebra II CP / H, or Pre Calculus CP / H	AP Calculus AB, Pre Calculus CP / H , Adv. Math Decision Making
PE / Health	PE / Health	PE / Health	PE / Health
World History CP / H	US History I CP / H	US History II or AP US History	Elective
Foundations of Art	<b>STEAM Elective</b>	<b>STEAM Career Exploration/Advanced Mathematics Design Thinking, STEAM Internship / Mentorship</b>	<b>STEAM Seminar &amp; Capstone</b>
<b>Introduction to STEAM</b>	Financial Literacy Elective	<b>STEAM Elective</b>	<b>STEAM Elective</b>
Spanish I, or Spanish II CP/ H	Spanish II CP / H, or Spanish III CP / H	Career Planning for a Digital Age	Elective
Biology or Biology Honors	Chemistry or Chemistry Honors	Physics or Honors Physics	AP Science (Recommended)

### STEAM Elective Options

<p><b>Science, Math, and Technical Electives:</b></p> <ul style="list-style-type: none"> <li>• AP Physics (6 credits)</li> <li>• AP Environmental Science (6 credits)</li> <li>• AP Biology (6 credits)</li> <li>• AP Psychology (5 credits)</li> <li>• Forensics (2.5 credits)</li> <li>• Environmental Science (2.5 credits)</li> <li>• AP Calculus AB (5 credits)</li> <li>• Foundations of Art (5 credits)</li> <li>• Digital Illustration (5 credits)</li> <li>• Digital Video I, II, III (5 credits each)</li> </ul>	<p><b>Fine, Performing, and Practical Arts Electives:</b></p> <ul style="list-style-type: none"> <li>• Game Design/Adv. Game Design (2.5 credits each)</li> <li>• Advanced Digital Video Editing (5 credits)</li> <li>• Advanced Filmmaking (5 credits)</li> <li>• Band (5 credits)</li> <li>• Design Arts I and II (5 credits each)</li> <li>• Photography I, II, and III (5 credits each)</li> <li>• Art II, III, IV (5 credits each)</li> <li>• AP Studio Art (5 credits)</li> <li>• Theater Management I, II, III (5 credits each)</li> <li>• Acting I &amp; II (5 credits each)</li> </ul>
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\*Students can also take online courses in the STEAM field with the approval of the principal and STEAM Coordinator.



### **Introduction to STEAM**

Length: Full year      Credits: 5

Prerequisite: Multiple-measures; teacher recommendation

This high school course serves as the gateway to the STEAM Academy at Henry Hudson Regional School. The goal of this course is to introduce students to the engineering design process through various hands-on projects that incorporate many aspects of engineering. Students can expect to learn through research and analysis, technology, teamwork, and project and problem-based challenges. Projects will focus on Computer-Aided Design (CAD) and 3-D printing, basic computer programming, circuitry, reverse engineering, and independent study.

### **STEAM Career Exploration**

Length: Semester      Credits: 2.5

Prerequisite: Introduction to STEAM

This course is designed to expose students to various college and career options in the fields of science, technology, engineering, the arts, and mathematics. Students will conduct an interest inventory to identify fields of interest, visit and interview professionals in their fields of interest, and research colleges and universities that offer pathways to those careers. By the end of this course, students should have an action plan created to assist them in their college and career planning.

### **STEAM Senior Seminar and Capstone**

Length: Full year      Credits: 5

Prerequisite: Successful completion of STEAM Academy requirements

This course utilizes an inquiry-based framework to investigate real world problems from a STEAM perspective. Students collect and analyze information from various sources to develop evidence-based arguments. Problems are examined in small groups and as individuals, and arguments are evaluated and presented in the form of essays and multimedia presentations. The course culminates with a capstone project involving independent research on a question or problem of the student's choosing.

### **STEAM Internship**

Length: Half year      Credits: 2.5

Prerequisite: Member of STEAM Academy

Students will undertake a significant experiential learning opportunity, typically with a company, non-profit, governmental, school, or community-based organization. Internships should be in an area of interest and will guide capstone topic selection. The STEM coordinator will assist with placement, but internships may require an application and/or interview process, depending on the provider. Students may also seek out internship opportunities, but the internship should be approved before it begins to ensure it will meet the program requirements. The students must complete a log, signed by a supervisor, to provide documentation of hours completed. To obtain credit, the internship must provide a minimum of 60 hours work experience. At the conclusion of the internship, students will produce a critical reflection on their internship experience demonstrating how they have addressed specific learning goals.

## TECHNOLOGY ARTS

### **Design Arts I**

Length: Full year      Credits: 5

Prerequisite: None

Graphic Arts I prepares ninth through twelfth-grade students with skills required to utilize graphic arts software. Material covered includes digital illustration, how to format a print layout, create a web design, use photographic illustration and create digital animations.

Students have access to computers and Adobe software, including Photoshop, Illustrator, InDesign, Sketchup, Dreamweaver, and Flash. In class, the students apply learned concepts in thoughtful and creative ways and are encouraged to reflect on the technical and rhetorical choices they make as they pre-visualize and create designs.

### **Design Arts II**

Length: Full year      Credits: 5

Prerequisite: Design Arts I

Design Arts II is an extension of Design I. This course incorporates all the skills from Design Arts I into a culminating project-based learning experience. With this course, students will learn important graphic design techniques, visual thinking skills, concept development skills, composition and typography and how to develop your own personal style, vision and design with Adobe Illustrator, Photoshop, Macromedia Dreamweaver, Flash and Sketchup.

### **Digital Illustration**

Length: Full Year      Credits: 5

Prerequisite: None

Discover professional digital illustration tips and techniques. Create great-looking artwork using the Adobe Creative Suite and a drawing tablet. This course will merge the aesthetics of graphic design with contemporary digital illustration. Learn how to draw on the computer and create illustrations ranging from caricatures to full-scale illustrations all while developing an artistic voice of your own. Students in this course will have access to professional grade equipment and resources and will hone their skills for a career in the digital arts.

### **Digital Video I**

Length: Full year      Credits: 5

This course covers the history and development of the cinema, documentaries, and other new media and film technologies. Students learn skills and practices in various aspects of cinema and video production by applying the elements of art and principles of design, integration of technology for the effective visual communication of their ideas, feelings, and values. Students develop skills, including camera/recording operation, framing and composition, manipulations of space and time, idea development and communication, the mechanics and psychology of editing, script writing or text creation, light and sound, and impact of content on an audience.

### **Digital Video II/TV Studio**

Length: Full year      Credits: 5

Prerequisites: Digital Video I

This course is a continuation of Digital Video I where students will be given the opportunity to continue to learn the subject of TV/Video production. Emphasized in this course are both methods and hands-on experience. Participants will continue to do

pre-production planning, camera use and sound recording techniques and utilize non-linear editing systems. Students will learn the elements of a TV studio, conceptualize segments and produce a weekly show for Henry Hudson.

### **Advanced Digital Video Editing**

Length: Full year            Credits: 5

Prerequisites: Digital Video I

This course examines the technical and theoretical conventions of film and video editing that have emerged during more than one hundred years of motion picture and television history. Through discussions, lectures, and tutorials, as well as editing assignments, students will explore how to make meaning through the assembly of images and sound. Students will learn how to make motion graphics, animations, and CGI. Students will also gain experience with post-production software, including Adobe Premiere Pro, Adobe Audition, Adobe After Effects, Adobe Animate, and Adobe Photoshop.

### **Advanced Filmmaking**

Length: Full year            Credits: 5

Prerequisites: Digital Video I, Digital Video II

This course explores the fundamentals of film form (including narrative modes, visual design, performance styles, editing, and sound design), and the relationship between a film's style and its overall meaning. By learning how to "read" film as a text and utilize sophisticated cinematic language, you will begin to critically understand film as both an art form and a product of culture. After studying films by genre, students will create their own short films in the genre of the unit. This course focuses on the three stages of production; pre-production, production, and post-production. Each student will participate in many capacities as a member of other student's film crews.

### **Photography I**

Length: Full year            Credits: 5

Prerequisite: None

The emphasis of the Photography class concentrates on two major areas – technique and visual awareness. The students will be provided the necessary equipment to control the photographic process as well as be introduced to fine art and commercial photography. Students will digitally create and manipulate photographs using Adobe Photoshop software, computers, scanners, drawing tablets, cameras and studio lighting. State of the art equipment and software is available for classroom use. Participants will develop a sense of their own visual awareness and be able to understand how to achieve the photographic images they like.

### **Photography II**

Length: Full year            Credits: 5

Prerequisite: Photography I

Photography II, an extension of Photography I, presents to the student advanced concepts of digital imaging. The student will strengthen technical aspects of digital camera operation, lighting, photographic manipulation, scanning, animation, digital output and the history of photography. The photography student is encouraged to develop a sense of personal sensibility and unique vision. There is an emphasis on conceptualization and pre-visualization, as the photographer brings his/her ideas to life. He/she is required to keep a formal portfolio.

### **Photography III**

Length: Full year            Credits: 5

Prerequisite: Photography II

The student will apply the technical skills covered in Photography I and II and pre-visualize photographs in a conceptual way. Students will practice the manual and automatic functions of the camera and edit, manipulate and create images to their

liking. Students will work toward creating a professional portfolio that represents a photographic style of their own. This course is beneficial to students that intend to work in the field of digital art or is interested in continuing their studies in the digital arts.

## THEATRE

### **Theatre Management I, II, III, IV**

Length: Full year      Credits: 5

Prerequisite: None

This course is an introduction to all aspects of play production. Students will learn about fundraising, budgeting, promotion, advertising, publicity, and all other areas needed to put on a production. Students will also be required to devote lab time to current productions. Participation includes the following:

- Lights/Sound
- Set and Scenery Design
- Stage Management/Costumes
- Movement/Choreography
- Business Management/Promotion
- Acting/Directing

Students will be required to attend community, school or professional plays, and theatre workshops arranged by or approved by the teacher.

### **Public Speaking**

Length: Semester      Credits: 2.5

Prerequisite: None

Students are introduced to public speaking as an important component of their academic, work, and social lives. They study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

### **Acting I**

Length: Semester      Credits: 2.5

Prerequisite: None

The class introduces the student to beginning acting techniques and theatre appreciation. The course is organized into five strands: Artistic Perception; using the language and skills of theatre; Creative Expression; creating theatre to communicate meaning and intent; Historical and Cultural Content; examining the key figures and historical periods of theatre and the role theatre plays culturally in the world; Aesthetic Valuing; analyzing theatre for meaning and intent as well as its ability to communicate effectively; and Connections, Relationships and Applications; developing lifelong skills such as creative problem-solving and planning for college and careers in the theatre, the arts, the communications and entertainment fields. The class includes: Team work, relaxation, concentration, movement, voice, play analysis, acting, improvisation, character analysis, performance, scene work, monologues, audition/interview skills, theatre vocabulary, theatre history and play reports.

### **Acting II**

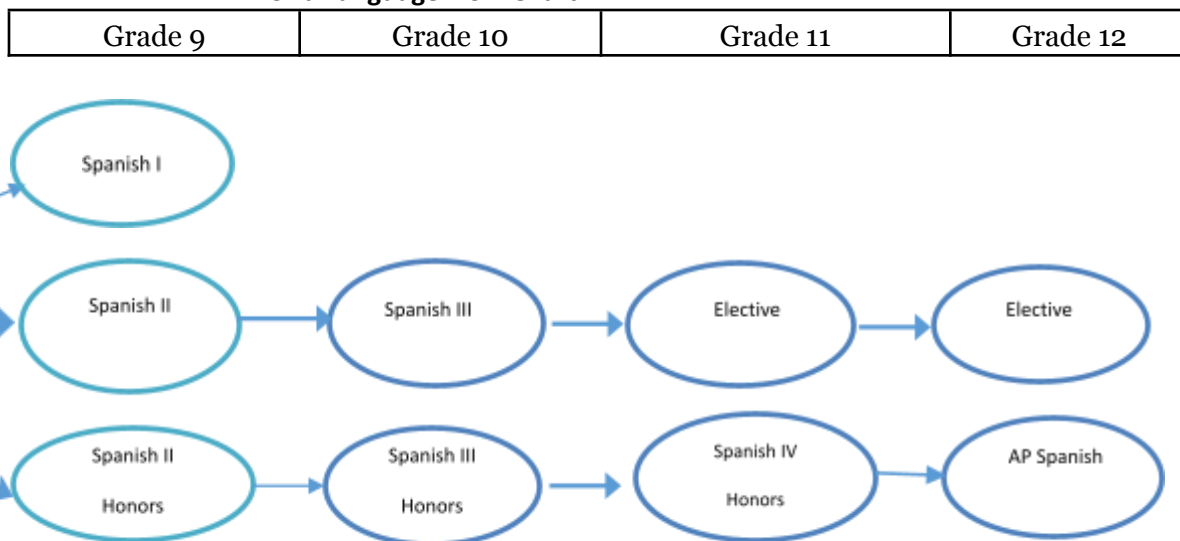
Length: Semester      Credits: 2.5

Prerequisite: Acting I

This course expands upon the skills and knowledge explored in Acting I.

## WORLD LANGUAGES

**World Language Flow Chart:**



- The instructional sequence will provide opportunities to use the language through meaningful, interactive experiences enriched by culturally authentic content allowing students to:
- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Value language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

### **Spanish I**

Length: Full year      Credits: 5

Prerequisite: None

This course is an introduction to the Spanish language and culture. Emphasis is placed on correct pronunciation, vocabulary development, grammar, and syntax. Hispanic heritage and culture are also discussed.

### **Spanish II**

Length: Full year      Credits: 5

Prerequisite: Spanish I

This course is a continuation of Spanish I with an emphasis on oral-aural skills, advanced grammar, and intense vocabulary. There is a more in-depth study of Hispanic culture through adapted readings. Reading comprehension skills are practiced.

### **Spanish II Honors**

Length: Full year      Credits: 5

Prerequisite: Spanish I and Multiple-Measures; Teacher Recommendation

This course is a continuation of Spanish I with an emphasis on oral-aural skills, advanced grammar, and intense vocabulary. There is a more in-depth study of Hispanic culture through adapted readings. Reading comprehension skills are practiced. It will also broaden the student's knowledge and comprehension of Hispanic culture and literature of various readings throughout the course. All of these aspects of this course will enable the student to think critically and progress towards a more pluralistic view of society in which we live today.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

### **Spanish III**

Length: Full year          Credits: 5

Prerequisite: Spanish II/Spanish II Honors

This course is a continuation of the oral-aural skills attained in earlier Spanish courses. Reading and writing skills are developed through exercises in translation and composition. There is an introduction to Latin American and Spanish literature. Further exploration of Latin American and Spanish history and culture is also included.

### **Spanish III Honors**

Length: Full year          Credits: 5

Prerequisite: Spanish II/Spanish II Honors and Multiple-Measures; Teacher Recommendation

This course is a continuation of the oral-aural skills attained in earlier Spanish courses. Reading and writing skills are developed through exercises in translation and composition. There is an introduction to Latin American and Spanish literature. Further exploration of Latin American and Spanish history and culture is also included.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

### **Spanish IV Honors**

Length: Full year          Credits: 5

Prerequisite: Spanish III/Spanish III Honors and Multiple-Measures; Teacher Recommendation

This is a Pre-AP course for advanced training in the oral-aural and written use of correct idiomatic Spanish. Selected readings from masterpieces of Latin America and peninsular literature are used to illustrate Spanish and Hispanic history and culture. In addition, contemporary short stories are read and discussed.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

### **Advanced Placement Spanish Language and Culture**

Length: Full year          Credits: 5

Prerequisite: Spanish IV/Spanish IV Honors and Multiple-Measures; Teacher Recommendation

This course continues to provide the opportunities for advanced training in oral and written uses of correct idiomatic Spanish. The continued practice of these skills will prepare the student to take the Advanced Placement exam on Spanish Language and Culture. In addition, further explorations of classic and contemporary authors and their works will be studied. All students enrolled in this course will be required to take the AP Spanish Language and Culture exam in May.

This is a rigorous course for students whose achievement is highest at the grade level. Students will be required to work beyond the college prep level and apply core concepts/skills to daily work.

**Summer work is mandatory. Ten or more hours of independent study per week are required.**

## **SPECIAL PROGRAMS**

### **DISTANCE LEARNING (ONLINE COURSES)**

See Page 15 for complete details.

### **BROOKDALE COMMUNITY COLLEGE DUAL ENROLLMENT**

The Dual Enrollment Program allows qualified high school students to enroll in college courses and simultaneously earn credit toward a high school diploma and a post-secondary degree. The goal of the Dual Enrollment Program is to give qualified high school students the opportunity to experience college courses and prepare for the academic rigor of college. Applicants must take the \*ACCUPLACER (a basic skills placement test) and **pass** all sections **or** have the following SAT/ACT scores:

- **Math score of 530** to be waived from the arithmetic and elementary algebra sections of ACCUPLACER
- **ACCUPLACER**
- **Critical Reading score of 540** to be waived from the reading comprehension and sentence skills section of ACCUPLACER.
- **ACT Reading score of 23 or higher** will waive a student from the reading portion of the test
- **ACT Writing score of 23 or higher** will waive a student from the sentence skills portion of the test
- **ACT Math score of 22 or higher** will waive a student from the math (computation and elementary algebra) portion of the test

\*To prepare for the ACCUPLACER, please go to [accuprep.pccc.edu](http://accuprep.pccc.edu)

To remain in the program, the student must maintain a minimum GPA of 2.0 at the college.

**Students participating in the Dual Enrollment Release Program are responsible for all costs associated with attending Brookdale Community College including full tuition, books, fees, course materials, and transportation.**

### **BROOKDALE COMMUNITY COLLEGE FAST START PROGRAM**

The Fast Start is a program for sophomores, juniors, and seniors to earn college credits while in high school. Students must be 15 years old to participate in the program. See your counselor for more information. Applications are available in the Guidance Office.

### **STRUCTURED LEARNING EXPERIENCE PROGRAM**

Structured Learning Experience (SLE) Grade 12

Length: Full Year/Semester Credits: 5-15

Prerequisite: On track for graduation; with all core content subjects completed

The Structured Learning Experience (SLE) program is an experiential opportunity for seniors who would like to work in their field of interest/career. Qualified students are placed on an approved job (paid or unpaid) by the SLE Coordinator. In addition to being paid by the employer, the student continues to earn credits toward graduation. Although we make every effort to notify students of applicable employment opportunities, students are responsible for securing their employment prior to being eligible to participate in SLE.

To be eligible for a structured learning experience the student must be on track for meeting graduation requirements. Students are required to maintain and submit a portfolio/journal in order to demonstrate that they have met the goals and objectives of the experience, along with a timesheet.

### **MONMOUTH COUNTY ARTS HIGH SCHOOL**

The Arts High School is a special released-time program for artistically gifted and talented teens. Students are selected for the program by audition. Those accepted into the program will then be reviewed by Henry Hudson. Students must have and maintain an 83 average in his/her core academic classes to participate. A student may not have a grade lower than a "C" on his/her Quarter One Report Card. Application, acceptance, and college credit fees are the responsibility of the students; however, once accepted Henry Hudson will pay tuition costs (pending budget approval). If a student does not maintain an 83 average in his/her core academic classes and must be removed from the program, the student will be responsible for all fees accrued. Students who drop out of the program may be required to reimburse the district for program costs. Students and parents/guardians are required to sign a contract in order to participate in the program.

Accepted students are bussed off campus on the assigned afternoon, once per week, to another location. Transportation home from Henry Hudson will be the responsibility of the student/parent/guardian.

Arts High School students are awarded 1.25 credits at the successful completion of the 14- week program, however, the grade is not included in the student's GPA.

All missed work due to released time must be made up and it is the student's responsibility to get the work from his/her teacher. See your counselor for additional information.

### **MONMOUTH COUNTY VOCATIONAL SCHOOL DISTRICT**

Schedule: ½ day at HHRS, ½ day at MCVSD      Days: 5 per week

ALPS Program: Full Day

Length: Full year      Credits: 20

Prerequisite: Expressed interest in the occupational area, counselor transcript and attendance record review, overall "C" grade point average, and a minimum of 65 credits earned by the end of sophomore year.

The Monmouth County Vocational School District is a separate school district that offers vocational and technical training on a half-day basis to students registered in the county's public schools.

These shared-time (½ day at HHRS, ½ day at MCVSD) programs are designed to meet the interests, abilities, and needs of students. The shared time program prepares students for a wide range of promising careers in many occupational fields or prepares students for further education in their chosen career.

The programs are also a link between school and the workforce. Students learn the skills necessary to obtain a job. The shared- time vocational program is for eleventh (11) and twelfth (12) grade students who have accumulated sixty-five (65) credits by the end of their sophomore year (10<sup>th</sup> grade).

Students interested in Monmouth County Vocational Programs are encouraged to attend an information session or open house of their desired program prior to applying. (Open House schedule is posted on their website).

Applications are available on the "Admissions" tab under the "Shared Time" link of their website ([www.mcvsd.org](http://www.mcvsd.org)). Vocational school programs, open house dates and course descriptions are available online.

### **OPTION TWO**

Option Two, or program completion, permits district boards of education to determine and establish curricular activities or programs aimed at achieving the NJ Student Learning Standards for promotion and graduation purposes. Option Two serves as an alternative to traditional high school courses and involves in-depth experiences that may be provided by school district personnel or instructors not employed by the school district. Option Two may include, but is not limited to, one or more of the following: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs,



distance learning, internships, community service, co-curricular or extra-curricular programs, and/or other structured learning experiences.

**For more information, please visit:** <https://www.state.nj.us/education/archive/aps/info/option2.htm>

### **ELECTIVE CHOICES BY GRADE LEVEL Grade 9**

The following courses fulfill the **5 credit Visual and Performing Arts** requirement:

<u>Course</u>	<u>Credits</u>
Acting I	2.5
Acting II	2.5
AP Human Geography	5
Band	5
Digital Video I	5
Foundations of Art	5
Design Arts I	5
AP Music Theory	5
Photography I	5
Public Speaking	
Theatre Management I	5

The following courses fulfill the 5 credit **21st Century Life and Careers, or Career-Technical Education** requirement:

<u>Course</u>	<u>Credits</u>
Accounting I	5
Acting I	2.5
Acting II	2.5
Career Planning for a Digital Age	5
Digital Illustration	5
Digital Video I	5
Game Design (semester)	2.5
Advanced Game Design (semester)	2.5
Photography I	5
Public Speaking	5
Structured Learning Experience	15
Shared Time Vocational	15

The following courses fulfill the 2.5 credit **Financial, Economic, Business, and Entrepreneurial Literacy** Requirement:

<u>Course</u>	<u>Credits</u>
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Accounting I	5
Economics	2.5
Personal Finance	5

### **ELECTIVE CHOICES BY GRADE LEVEL Grade 10**

The following courses fulfill the 5 credit **Visual and Performing Arts** requirement:

<u>Course</u>	<u>Credits</u>
Acting I	5
Acting II	5
AP Human Geography	5
Art II	5
Band	5
Digital Illustration	5
Digital Video I	5
Digital Video II	5
Advanced Digital Video Editing	5
Foundations of Art	5
Design Arts I	5
Design Arts II	5
AP Music Theory	5
Photography I	5
Photography II	5
Theatre Management I, II	5

The following courses fulfill the 5 credit **21<sup>st</sup> Century Life and Careers, or Career-Technical Education** requirement:

<u>Course</u>	<u>Credits</u>
Accounting I	5
Acting I	5
Acting II	5
Career Planning for a Digital Age	5
Digital Illustration	5
Digital Video I	5
Digital Video II	5
Advanced Digital Video Editing	5
Game Design (semester)	5
Advanced Game Design (semester)	5
Photography I	5
Photography II	5
Public Speaking	5

The following courses fulfill the 2.5 credit **Financial, Economic, Business, and Entrepreneurial Literacy** Requirement:

<u>Course</u>	<u>Credits</u>
Accounting I	5
Economics (semester)	2.5

**ELECTIVE CHOICES BY GRADE LEVEL Grade 11**

The following courses fulfill the 5 credit **Visual and Performing Arts** requirement:

<u>Course</u>	<u>Credits</u>
AP Human Geography	5
Art II	5
Art III	5
Art IV/AP Studio Art	5
Band	5
Digital Illustration	5
Digital Video I	5
Digital Video II	5
Advanced Digital Video Editing	5
Advanced Film Making	5
Foundations of Art	5
Design Arts I	5
Design Arts II	5
AP Music Theory	5
Photography I	5
Photography II	5
Photography III	5
Public Speaking	2.5
Theatre Management I, II, III	5

The following courses fulfill the 5 credit **21st Century Life and Careers, or Career-Technical Education** requirement:

<u>Course</u>	<u>Credits</u>
Accounting I	5
Acting I	2.5
Acting II	2.5
AP Psychology	5
Career Planning for a Digital Age	5
Digital Illustration	5
Digital Video I	5
Digital Video II	5
Advanced Digital Video Editing	5
Advanced Film Making	5
Game Design	2.5
Advanced Game Design	2.5
Photography I	5
Photography II	5
Photography III	5
Public Speaking	2.5

The following courses fulfill the 2.5 credit **Financial, Economic, Business, and Entrepreneurial Literacy** Requirement:

<u>Course</u>	<u>Credits</u>
Accounting I	5
Economics	2.5
Personal Finance	5

The following courses are available for credit that will be applied toward the 125 credit graduation requirement:

<u>Course</u>	<u>Credits</u>
Practical Law I	2.5
Practical Law II	2.5
Contemporary World Issues	2.5
American History through Film and Music	2.5
SAT Test Prep	2.5

### **ELECTIVE CHOICES BY GRADE LEVEL Grade 12**

The following courses fulfill the 5 credit **Visual and Performing Arts** requirement:

<u>Course</u>	<u>Credits</u>
Acting I	2.5
Acting II	2.5
AP Human Geography	5
Art II	5
Art III	5
Art IV / AP Studio Art	5
Band	5
Digital Illustration	5
Digital Video I	5
Digital Video II	5
Advanced Digital Video Editing	5
Advanced Film Making	5
Foundations of Art	5
Design Arts I	5
Design Arts II	5
AP Music Theory	5
Photography I	5
Photography II	5
Photography III	5
Public Speaking	2.5
Theatre Management I, II, III, IV	5

The following courses fulfill the 5 credit **21st Century Life and Careers, or Career-Technical Education** requirement:

<u>Course</u>	<u>Credits</u>
Accounting I	5
Acting I	2.5
Acting II	2.5
AP Psychology	5
Career Planning for a Digital Age	5
Digital Video I	5
Digital Video II	5
Advanced Digital Video Editing	5
Advanced Filmmaking	5
Game Design	2.5
Advanced Game Design	2.5
Photography I	5
Photography II	5
Photography III	5
Public Speaking	2.5
Structured Learning Experience	5 - 15
Shared Time Vocational	15

The following courses fulfill the 2.5 credit **Financial, Economic, Business, and Entrepreneurial Literacy** Requirement:

<u>Course</u>	<u>Credits</u>
Accounting I	5
Economics	2.5
Personal Finance	5

The following courses are available for credit that will be applied toward the 125 credit graduation requirement:

<u>Course</u>	<u>Credits</u>
Practical Law I	2.5
Practical Law II	2.5
Contemporary World Issues	2.5
American History through Film and Music	2.5